

2019 Annual Report to The School Community



School Name: Bridgewater Primary School (1097)



PRIMARY SCHOOL

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2020 at 11:00 AM by Gordon Tonkin (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 March 2020 at 05:09 PM by Leah Bailey (School Council President)

About Our School

School context

Bridgewater is a small rural town situated on the Loddon River, 40 kms north west of the City of Bendigo. During 2019, the school had 19 children enrolled. Students work in multi-age groupings. We had 2.0 full-time staff, including the Principal. Additionally, we had a V.I.T. registered Chinese Language teacher for half a day per week and a library teacher for half a day per fortnight (MARC Van).

Bridgewater Primary School's intent is to improve student outcomes through developing teacher capacity, adopting agreed, school wide, pedagogical practices and by building parent and student engagement in learning. We aim is to individualize learning for each student as much as possible. We appreciate the fundamental research based benefits of strong home relationships and input into the educational process. We aim to present a curriculum that provides students with a strong skill base that will enable them function successfully in an ever-changing world, as both life-long learners and as productive citizens. We are a member of the St IngleBridge Cluster, which enables us to provide students with a broader array of learning experiences and social interactions. We have a strong celebratory culture where we acknowledge success at every opportunity.

The school values a strong community connection and participates in community events whenever possible. The broader community, Parents Club and School Council contribute significantly to the overall success we experience at Bridgewater Primary School.

We have Child Safe practices in place to ensure that students are protected from all forms of abuse. We have a strong expectation that any detected or suspected child abuse be reported. The whole school community has a responsibility in this regard.

Framework for Improving Student Outcomes (FISO)

The areas from the Framework for Improving Student Outcomes (FISO) that we have identified as improvement initiatives through the peer review process were:

Excellence in Teaching and Learning

- Strengthen curriculum planning and assessment
- Building Practice Excellence
- Build staff capacity
- To further develop our culture of planning and working as a team to strengthen pedagogical practice and individualised learning.
- Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting.

Community Engagement in Learning - Parents and Carers as partners

- Embed practices for parent/caregivers to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Engage with existing and emerging networks in order to advance wider community and parental support as learning partners.
- Strengthen the school wide approach to student well-being.

Positive Climate for Learning

- Empowering students and building school pride

Achievement

Bridgewater Primary School has a very small cohort of students and thus commentary in regards to overall Naplan results is becoming less useful. Individual Naplan performance is still informative but this is difficult to comment on due

to reasons of confidentiality. Therefore the commentary here will focus on teacher judgements. Speaking and Listening has been our primary area of focus throughout 2019. Teacher judgements showed that 100% of students achieved at least 12 months growth across the year, up from 64% in 2018. Student improvements in Speaking & Listening has been significant and we have noticed an enormous increase in student confidence. Reading & Viewing was our primary focus in 2018 and we have been able to increase the percentage of students attaining 12 months growth from 86% in 2018 to 92.3% in 2019. In writing, teacher judgements fell from 77% of our students achieving at least 12 months growth in 2018 to 69% in 2019. This reflects some variation in our enrollment cross-section and we do not expect this to be the case in 2020. In Number & Algebra, teacher judgements demonstrate an increase in students achieving at least 12 months growth to 77% of students in 2019, up from 68% in 2018. Writing and Numeracy are areas that we plan to prioritise, in 2020. Areas such as proofreading, use of more descriptive language and development of more complex sentence usage, will be of particular focus. Our small staff group has worked very constructively together, focusing strongly on improving our individual skills and performance, and we have achieved strong results in maximising learning for each individual student. Overall, we have achieved some pleasing results but have identified a number of areas that require specific focus in the coming year.

Engagement

An important engagement goal this year was to cultivate an environment, which developed student voice and agency within the classroom and across the whole school. We reintroduced Junior School Council, invited student input into learning content and looked to gather feedback from students in regards to aspects of teacher practice. By enlarge this was a successful beginning and will prove to be a good platform to continue this work in 2020. Data taken from the 2019 Students Attitudes to School survey demonstrate that our students were feeling empowered and listened to as learners and social contributors within our school i.e. 'Student Voice & Agency-100%', 'Sense of Confidence-100%' and 'Motivation & Interest-94%'.

A second important focus was to reduce the percentage of students with absences of 20 days or more from 37% to 25% or below. We have not been able to achieve this target and in fact it's grown further to 42%. It is obvious that we have some challenges with a number of our families in regards to understanding the importance of attendance in their child/children's education. There were also a number of unusual family scenarios that contributed to this result. Family holidays, taken during term periods, also contributes to this poor attendance outcome. We regularly discuss and reinforce the importance of attendance with our students and parents. We report weekly attendance rates, for each of our multi-age groupings, on the front page of our newsletter. We also report individual attendance rates each semester in student reporting. The school's goal is to improve student attendance at every opportunity. Our major strategy has been to build both student and parent awareness of the importance of student attendance and it's correlation to learning outcomes.

The National School Chaplaincy Program has enabled us to employ a school chaplain who has done a wonderful job in supporting our students' well being. Our Chaplain has undertaken a range of initiatives to support the various individual needs of both students, staff and parents.

Wellbeing

In 2019, the Grade 4 – 6 students of Bridgewater Primary School have generally returned comparable or higher scores on all dimensions covered by the Student Attitudes to School survey, than similar schools, network schools and state schools. Some of our standout indicators were: Motivation and Interest (94%), Managing Bullying (96%), Sense of Inclusion (88%), Student Voice & Agency (100%) and High Expectations of Success (100%). Student perceptions of their Learner Characteristics and Disposition have increased significantly compared to 2018. We averaged 73% across the five dimensions in 2018 and in 2019 we averaged 95%. Stand outs in this area were Self-regulation & Goal Setting 100%, Attitudes to Attendance (94%) & Sense of Confidence (100%). Effective Teaching Practices & Cognitive Engagement results were comparable to like schools and state schools in all dimensions except Effective Classroom Behaviour which was well above, at 97%. Overall, our Students Attitudes to School data shows that we have many things to celebrated at Bridgewater Primary School in regards to positive student self-concepts. The personal touch that our great small school offers is certainly a major contributing factor to our overall success with student wellbeing.

Financial performance and position

Bridgewater Primary School completed the 2019 school year with a Student Resource Package deficit of \$1,947. Fortunately, we were successful in receiving workforce bridging finance, without it our deficit would have been substantially higher. Student enrollments have continued to progressively fall which means that our staffing is in excess of entitlement. With current enrollment and staffing levels, we will continue to have a budgetary deficit in 2020. Funds available at the end of 2019 equate to \$83,891. We have a projected staffing deficit for 2020 and we will once again need to seek workforce bridging finance to support our school programs. We have received \$20,000 from the National Chaplaincy in Schools Program to support chaplaincy services. We received no extraordinary grants during 2019.




For more detailed information regarding our school please visit our website at
www.bwaterps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 18 students were enrolled at this school in 2019, 10 female and 8 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).















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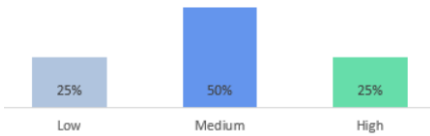
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	No Data Available	
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	No Data Available	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
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High	25%									

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>80 %</td> <td>93 %</td> <td>95 %</td> <td>84 %</td> <td>84 %</td> <td>77 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	80 %	93 %	95 %	84 %	84 %	77 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$261,775	High Yield Investment Account	\$83,341
Government Provided DET Grants	\$69,918	Official Account	\$549
Government Grants Commonwealth	\$1,500	Other Accounts	\$0
Revenue Other	\$1,838	Total Funds Available	\$83,891
Locally Raised Funds	\$10,877		
Total Operating Revenue	\$345,909		
Equity¹			
Equity (Social Disadvantage)	\$12,440		
Equity Total	\$12,440		
Expenditure		Financial Commitments	
Student Resource Package ²	\$261,775	Operating Reserve	\$13,342
Books & Publications	\$112	Other Recurrent Expenditure	\$457
Communication Costs	\$437	School Based Programs	\$66,092
Consumables	\$3,751	Maintenance - Buildings/Grounds < 12 months	\$4,000
Miscellaneous Expense ³	\$40,781	Total Financial Commitments	\$83,891
Professional Development	\$1,409		
Property and Equipment Services	\$19,701		
Salaries & Allowances ⁴	\$13,094		
Trading & Fundraising	\$2,114		
Utilities	\$4,682		
Total Operating Expenditure	\$347,856		
Net Operating Surplus/-Deficit	(\$1,947)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

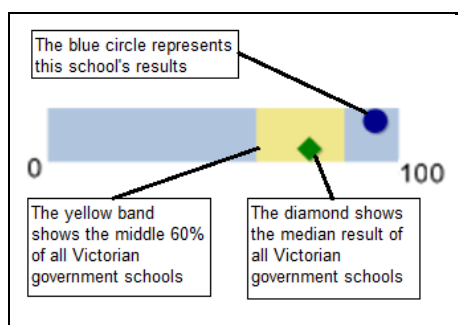
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

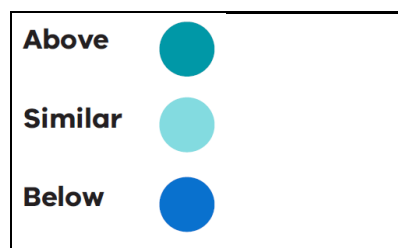


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').